

ICT VOCABULARY OF PRESCHOOL CHILDREN

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Vocabulary development is a dynamic process which derives from context. We are accompanied by it lifelong, only its source changes. At the beginning, the mother is the primary source of the process but later the partners of the same age have an effect on the procedure. Starting to read at the primary school plays an important role on vocabulary development (Pléh, 2007). Nowadays, the presence of television, computer and other information and communication technologies can form our knowledge about the world.

This research aims at assessing the knowledge of preschool children about devices of information and communication. We are looking for the expressions which have been built in their word stock and which apparatuses can be named by them. We also aim to explore whether there is a difference between girls' and boys' knowledge.

The members (N=163) of the scientific investigation were five-year-old nursery students. The sex distribution of the test groups was homogeneous (ngirls=83, nboys=80).

The pilot research was done in May, 2012. The interview was based on a task sheet with 15 items, which had been set by us. The reliability (Cronbach- α) of the applied instrument is 0.826. The results of the survey show that in the case of passive vocabulary there are 9 words which have been built in the word stock and there are 6 devices which have been identified by the children on average. They have been able to recognize Tablet PC (26%) and e-book (20%) the least, only two of them. DVD (CD) disc and mobile phone have been integrated in their knowledge. The desktop computer has been known by 82% of the children and the laptop by 60% of them. The concept of the two devices hasn't been distinguished. The parts of the typical desktop computer are generally known, but only 15% of the children could identify the monitor. 38% of the children have had experience with the Mp3 (mp4) player, but only 10% of them have been able to name them. The significant difference hasn't been observed in the vocabulary of the girls and boys.

The results showed that the five-year-old child studies a large proportion of the ICT tools, integrated in his passive vocabulary, however, only two devices could be described properly that. It is surprising that 18% of the "Net generation" didn't recognize the computer.

The study continues with the analysis of data from a large group of children as well as with the testing of ICT vocabulary among first grade students at the primary school.

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